Academic Development

The units in Academic Development are designed to assist students K-12 in developing the academic skills necessary to be successful in the classroom and in life. The three major areas covered in Academic Development are:

Applying skills needed for educational achievement.
Major Points: The emphasis in this area is developing "academic self efficacy".   This includes instilling the belief that every individual can set and attain academic goals. Self-management, study and test taking skills are systematically and intentionally taught to every K-12 student. Sources of help are available for students; they are taught to recognize the need for academic assistance and where and how to get help.

Applying the skills of transitioning between educational levels.
Major Points: The learning within this area includes helping K-12 students acquire the information necessary to make smooth transitions from grade to grade and setting to setting (e.g. elementary school to middle school; school to post-secondary options). Understanding expectations of teachers and requirements of subject areas are examples of information that will help students understand the changes required by transitions.

Developing and monitoring personal plan of study.
Major Points: The Missouri School Improvement Program requires all students to have individual educational and career plans that are initiated no later than 8th grade. This area places emphasis on the knowledge, understanding and skills K-12 students need in order to develop a meaningful educational plan. Specific tasks include: learning to set goals; developing a plan to reach goals; knowing where to go for information/assistance; reviewing and modifying plans.

UNIT DESCRIPTION: Educational Plans Are Important	SUGGESTED UNIT TIMELINE: 2 Lessons
Students are encouraged to brainstorm and record preparations that need to be made for a vacation or long trip. A parallel is drawn between preparing for a long trip and preparing for Middle School and Secondary Education classes; then to post High School life choices. Goal setting in sports' games are used as examples to help students comprehend the goal setting process in education and careers.	CLASS PERIOD (min.): 30 minutes each

ESSENTIAL QUESTIONS:

1. How can planning guide my future?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will list at least three reasons he/she would need a plan and identify the academic achievement level he/she plans to achieve.		AD.6.A.05: Recognize the importance of an educational plan.		RF.5.3 RF.5.4 W.5.2 SL.5.1 SL.5.4 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	Level 1
2. The student will list at least three goals he or she wants to accomplish in life (work, family, and leisure).		AD.6.A.05		RF.5.3 RF.5.4 W.5.2 SL.5.1 SL.5.4 L.5.1 L.5.2 L.5.3	AD A.	Level 1

				L.5.4 L.5.5 L.5.6		
3. The student will develop a plan to reach at least three personal goals, including possible obstacles.		AD.6.A.05		RF.5.3 RF.5.4 W.5.2 SL.5.1 SL.5.4 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	AD A	Level 1

ASSESSMENT DESCRIPTIONS*:

The student will select short- and long-term goals.

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
	__X__ Direct __X__ Indirect __X__ Experiential _____ Independent study _____ Interactive Instruction
1 2 3	**See Lessons:** 　　　Lesson 1 The Vacation Can Be An Education 　　　Lesson 2 Goal-Makers Win the Game

Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
1 2 3	**See Lessons:** 　　　Lesson 1 The Vacation Can Be An Education 　　　Lesson 2 Goal-Makers Win the Game

Direct:	Indirect:	Experiential:	Independent Study	Interactive Instruction
Structured Overview (Ls. 1, 2)	_____ Problem Solving	_____ Field Trips	_____ Essays	_____ Debates
Lecture	_____ Case Studies	_____ Narratives	_____ Computer Assisted	_____ Role Playing
Explicit Teaching	_____ Reading for Meaning	_____ Conducting Experiments	Instruction	_____ Panels
Drill & Practice	_____ Inquiry	__X___ Simulations (Ls. 1)	_____ Journals	_____ Brainstorming
Compare & Contrast (Ls. 1)	__X___ Reflective Discussion (Ls. 1)	_____ Games	_____ Learning Logs	_____ Peer Partner Learning
Didactic Questions	_____ Writing to Inform	_____ Storytelling	_____ Reports	_____ Discussion
Demonstrations	__X___ Concept Formation (Ls. 1)	_____ Focused Imaging	_____ Learning Activity	_____ Laboratory Groups
Guided & Shared - reading, listening, viewing, thinking (Ls. 1, 2)	_____ Concept Mapping	_____ Field Observations	Packages	_____ Think, Pair, Share
	__X___ Concept Attainment (Ls. 2)	_____ Role-playing	_____ Correspondence Lessons	_____ Cooperative Learning
	_____ Cloze Procedure	_____ Model Building	_____ Learning Contracts	_____ Jigsaw
		_____ Surveys	_____ Homework	_____ Problem Solving
			_____ Research Projects	_____ Structured Controversy
			_____ Assigned Questions	_____ Tutorial Groups
			_____ Learning Centers	_____ Interviewing
				_____ Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/